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|  | **MYP Assessment Task** | | **Teacher(s): L.Giron, J.Jervier** | |
| **Subject** | Language and Literature: English | **Grade** | 9 |
| **Student** |  | **Date** | Jan 2018 |

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**Assessment Task – Poem Presentation**

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| We have begun looking at the different social commentary poems. You have been assigned one poem to research further in order to ensure that you understand the poem and its theme properly. You will need to research and present the information in a PowerPoint Presentation to the class. This must include:   * Title page – name of the poem and the name of each member of your group * Author – a brief biography of the poet (include an image of the poet) * What is the poem about? What is the theme of the poem? * Details and information that will allow your audience to understand the poem properly (you may use images wherever appropriate).   You must be prepared to explain all this information (not just read it from the PPT presentation. You must understand the poem well and be able to explain it to the audience with reference to the poem, for example, “The poet means… when he says… in line 5 of the poem”.  Your presentation should be between **400 and 500** words. |

**Criterion and Assessment Rubrics**

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| **Criterion A: Analysing**  **i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts**  **ii. analyse the effects of the creator’s choices on an audience**  **iii. justify opinions and ideas, using examples, explanations and terminology**  iv. evaluate similarities and differences by connecting features across and within genres and texts. | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:  i. provides limited analysis of the content of the book  ii. provides little or no analysis of the effects of the author´s choices on the reader  iii. rarely justifies opinions with examples and arguments |
| 3-4 | The student:  i. provides adequate analysis of the content of the book  ii. adequately analyses the effects of the author´s choices on the reader  iii. justifies opinions with some examples and arguments |
| 5-6 | The student:  i. provides competent analysis of the content of the book  ii. competently analyses the effects of the author´s choices on the reader  iii. justifies opinions with appropriate examples and relevant arguments |
| 7-8 | The student:  i. provides perceptive analysis of the content of the book  ii. perceptively analyses the effects of the author´s choices on the reader  iii. justifies opinions with well-chosen examples and convincing arguments |

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| **Criterion B: Organising**  **i. employ organizational structures that serve the context and intention**  ii. organize opinions and ideas in a sustained, coherent and logical manner  **iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.** | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:  i. makes minimal use of organisational structures though these may not always be appropriate for a book report  iii. makes minimal use of formatting tools to create a presentation style that is not always suitable for a book report |
| 3-4 | The student:  i. makes adequate use of organisational structures appropriate for a book report  iii. makes adequate use of formatting tools to create a presentation style suitable for a book report |
| 5-6 | The student:  i. makes competent use of organisational structures appropriate for a book report  iii. makes competent use of formatting tools to create a presentation style suitable for a book report |
| 7-8 | The student:  i. makes effective use of organisational structures appropriate for a book report  iii. makes minimal use of formatting tools to create a presentation style that is not always suitable for a book report |

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| **Criterion C: Producing Text**  **i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process**  **ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience**  iii. select relevant details and examples to develop ideas. | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:  i. demonstrates little of their personal engagement and response to the book  ii. makes minimal stylistic choices in the structure and content of their book report, demonstrating limited awareness of impact on their audience |
| 3-4 | The student:  i. adequately demonstrates their personal engagement and response to the book  ii. makes some stylistic choices in the structure and content of their book report, demonstrating adequate awareness of impact on their audience |
| 5-6 | The student:  i. demonstrates considerable personal engagement and response to the book  ii. makes thoughtful stylistic choices in the structure and content of their book report, demonstrating good awareness of impact on their audience |
| 7-8 | The student:  i. demonstrates a high degree of personal engagement and response to the book  ii. makes perceptive stylistic choices in the structure and content of their book report, demonstrating good awareness of impact on their audience |

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| **Criterion D: Using Language**  i. use appropriate and varied vocabulary, sentence structures and forms of expression  **ii. write and speak in an appropriate register and style**  **iii. use correct grammar, syntax and punctuation**  **iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy**  **v. use appropriate non-verbal communication techniques.** | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:  ii. writes in an inappropriate register  iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication  iv. spells/handwrites with limited accuracy; errors often hinder communication  v. makes limited use of appropriate non-verbal communication techniques. |
| 3-4 | The student:  ii. sometimes writes in an appropriate register  iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication  iv. spells/handwrites with some degree of accuracy; errors sometimes hinder communication  v. makes some use appropriate non-verbal communication techniques. |
| 5-6 | The student:  ii. generally writes in an appropriate register  iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication  iv. spells/handwrites with a considerable degree of accuracy; errors do not hinder effective communication  v. makes sufficient use appropriate non-verbal communication techniques. |
| 7-8 | The student:  ii. writes in a consistently appropriate register  iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective  iv. spells / handwrites with a high degree of accuracy; errors are minor and communication is effective  v. makes effective use appropriate non-verbal communication techniques. |

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| **Student Reflection:** |
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| **Teacher Feedback:** |
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